


STUDENT PROFILE

	Student Name: Tamika Suarez		
	<input type="checkbox"/> M <input checked="" type="checkbox"/> F		
	Date of Birth: 11/22/2010		
	Place of Birth: San Diego, California		
	Authority of Birth: Birth Certificate		
	Date Entered School 8/14/2015		
Address: 43 Main Apartment #22			
Phone: 613-999-9999			
Birthdates of Siblings: Jose (5/22/2009)			
Lives with:	<input type="checkbox"/> Both Parents	<input checked="" type="checkbox"/> Mother	<input type="checkbox"/> Father
			Other (identify):
EMERGENCY CONTACTS			
Name: Louisa Suarez		Name: Hillary Davis	
Relationship: Aunt		Relationship: Neighbor	
Emergency Phone: 613-222-2222		Emergency Phone: 613-333-3333	
Address: 43 Main St. Apartment #22		Address: 43 Main St. Apartment #24	
COMMENTS: Father is not in the United States.			

Family History	
Father's Name:	Unknown
Father's Address:	Unknown
Father's Home Phone:	Unknown Father's Work Phone: Unknown
Father's Occupation:	Construction
Father's Education	High School: <input type="checkbox"/> Attended <input type="checkbox"/> Graduated:
	College: <input type="checkbox"/> Attended <input type="checkbox"/> Graduated
	Highest Degree Earned:
Mother's Name:	Ana Suarez

Mother's Address:	43 Main Apartment #22		
Mother's Home Phone	123-445-6789	Mother's Work Phone: 614-222-3333	
Mother's Occupation	Cashier		
Mother's Education	High School: <input type="checkbox"/> Attended <input checked="" type="checkbox"/> Graduated:		
	College: <input type="checkbox"/> Attended <input type="checkbox"/> Graduated		
	Highest Degree Earned: High school diploma		
Comments: Spanish is spoken at home. Tamika understands most English common vocabulary. She has been in Head Start programs and daycare since infancy. She does sometimes speak in Spanish, especially if she is frustrated with a task. She does ask for the meanings of English words more frequently than other students.			

STUDENT HEALTH RECORD									
Immunizations									
	Date	Date	Date	Date		Date	Date	Date	Date
*DtaP/DPT	2/2015				HEP-B	5/2015			
*DT/Td	3/2015				HIB	6/2015			
*Polio/IPV	5/2015				Varicella	6/2015			
*MMR	5/2015				Other	6/2015			
Hep A	5/2015								
*Required Immunizations					TB-Type	Date: 6/15			
						Results: Negative			
HEALTH HISTORY									
Birth Complications: None					Screenings				
Surgical: Tonsillectomy						Date	Grade	Results	
					Hearing	9/15	k	Normal	
Medical: Has tubes in her ears.					Vision	9/15	k	Normal	
					Childhood Diseases: None	Balance	9/15	k	Normal
					Colorblind	9/15	k	Normal	
					Scoliosis	9/15	k	Normal	
Comments: Nothing unusual in physical screening in 2015.									

Language Skills Checklist	
3-Consistently 2-Occasionally 1-Rarely 0-Not at this time	
Score	Date Tested: 10/10/2015
Print Awareness Skills	

Language Skills Checklist	
3-Consistently 2-Occasionally 1-Rarely 0-Not at this time	
Score	Date Tested: 10/10/2015
3	Understands that print is distinct from other media
3	Realizes that print is produced by people
3	Spontaneously recognizes examples of environmental print
3	Approximates the writing process by forming printed characters on a page
3	Engages in mock reading
3	Participates in extension activities related to a story
Book Handling Skills	
3	Holds book right side up while browsing
3	Begins at the front of a book and turns pages in order to the end
3	Moves finger from left to right during mock reading
3	Identifies cover, title page, back cover
3	Distinguishes between author and illustrator
3	Turns pages at a signal while listening to recordings of stories
Structural and Word Analysis	
3	Understands the concept of sound
3	Understands the concept of word
3	Understands the concept of letter
3	Recites from memory rhymes, finger plays, songs
3	Participates in choral reading
3	Recognizes some print conventions (question mark, period)
Correctly identifies the following letters in print: All upper and lower case letters; often confuses d/b/p/g/q.	
Correctly associates the following English phonemes with the letter(s) that most frequently represent the phoneme in print: She associates most initial letters and sounds but does not use letter-sound mapping to identify words beyond the initial sounds.	
Demonstrates understanding of the following concepts:	
3	Rhyme
1	Onset and rime
1	Syllables
Shows evidence of using the following cuing systems in the decoding process	
2	Visual (Graphophonics)
2	Meaning (Semantics-picture and context cues)
0	Word Structure (Morphological cues)
0	Syntax (Sentence structure)
Comprehension Skills	

Language Skills Checklist	
3-Consistently 2-Occasionally 1-Rarely 0-Not at this time	
Score	Date Tested: 10/10/2015
3	Predicts details of a story using context clues (pictures)
2	Asks questions when meaning is unclear
1	Spontaneously re-reads to clarify meaning
1	Applies word attack strategies when encountering unfamiliar words
1	Evaluates truth and internal consistency of what is read
2	Responds appropriately to questions requiring recall of explicit detail
2	Responds appropriately to questions requiring inference
2	Responds appropriately to questions requiring evaluation and judgment
2	Understands literary elements of character and setting
2	Identifies significant details/incidents of a story
Application Skills	
3	Voluntarily engages in sustained browsing and/or reading for pleasure and to learn
3	Reads/browses a variety of genre
1	Engages in creative and functional writing experience
2	Contributes to discussions about content and evaluation of printed materials
Notes: Tamika tries very hard. She has difficulty consistently mapping letters and sounds. Mother reported that father could not read.	

Checklist of Oral Language Skills

3-Consistently 2-Occasionally 1-Rarely 0-Not at this time

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
3	The child enjoys listening to stories being read aloud.	
3	After listening to a story read-aloud, the child can tell what the story is about.	
2	After listening to a story read-aloud, the child can retell the story in sequence.	Not always consistent with sequence.
2	After listening to a story read-aloud, the child can participate in a discussion about	She can describe details about characters better

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
	the book and recall details from the book to support his/her comments.	than she can specifics about the plot.
2	After listening to a story read-aloud, the child can make a judgment about the contribution of the book to his/her personal life and/or understanding of the world.	She is better at answering explicit questions.
2	The child can summarize information listened to.	If the topic is something she is familiar with.
1	The child listens to others during conversations and can paraphrase what was said.	She is often distracted.
2	The child listens to others without interruption during conversations and discussions.	
2	The child can follow oral directions involving multiple steps.	
2	The child will ask the meaning of unknown words heard during a listening experience.	
3	The child listens and responds or questions a speaker.	She may not always respond correctly, but she will always respond.
2	The child listens to oral presentations and demonstrates understanding.	
1	The child uses new vocabulary acquired through listening experiences.	
ORAL LANGUAGE SKILLS		
3	The child likes to make up and tell original stories that are understandable and coherent.	She is quick to tell a story.
3	The child uses book language when retelling a story.	
3	The child uses fluent and clear verbal language to make personal requests.	
3	The child uses fluent and clear verbal language to give directions.	
2	The child fluently and clearly relates information to others.	She is fluent but does not always relate correct information.
2	Then child uses fluent and clear verbal language to question and/or acquire information from others.	She always has a question, but it may not relate to the topic.

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
2	The child uses fluent and clear verbal language in responding to others.	
3	The child enjoys playing word games.	
1	The child uses appropriate language in dramatic play.	She is always the "director" of all creative play.
2	The child correctly uses new words acquired from listening and reading experiences.	
3	The child enjoys poems and rhymes that are nonsensical and/or realistic.	
3	The child easily engages in conversation and/or discussions with peers and adults.	
2	The child articulates sounds correctly so that listeners understand what he/she is saying.	
2	The child articulates syllables correctly so that listeners understand what he/she is saying.	
3	The child articulates words correctly so that listeners understand what he/she is saying.	
3	The child shows an interest in learning about the meanings and structure of words.	She is always eager to participate in word study activities.
2	The child uses correct morphological aspects of language in oral speech.	Some inflectional endings are immature.
2	The child uses correct syntax in oral speech.	Some immature speech and confusion of syntax that is related to difference between English syntax and Spanish.
1	The child spontaneously uses a dictionary to look-up unknown words.	
1	The child understands figurative language and idioms.	She is more literal in her thinking.
3	The child adapts his/her language to accommodate listener needs.	
3	The child accepts dialect and usage differences from others without criticism.	She is never critical of others and always tries to understand them.

